ELL Adaptation For

**What’s Holding up the Water?**

Students complete a history and writing lesson about dams.

**Author**
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**Grade Level**
4-5

**Duration**
1-3 class periods

**ELL Adaptation by**
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**TESOL Standard(s)**

**Goal 2, Standard 3**
To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge

### Arizona ELL I Reading Standard

**Comprehending Text:** The student will analyze text for expression, enjoyment, and response to other related content areas.

**Beginning:** Comprehend and follow simple 1-word written directions for classroom activities that are accompanied by picture cues.

**Intermediate:** Comprehend and follow simple 1- to 2-step (2- to 5-words) written directions for classroom activities that are accompanied by picture cues.

### Arizona ELL III Reading Standard

**Comprehending Text:** The student will analyze text for expression, enjoyment, and response to other related content areas.

**Beginning:** The student will identify main ideas and key details of text.

**Intermediate:** The student will identify the main ideas, key words, and important details in text that requires some level of inference.

### Arizona ELL I Writing Standard

### Arizona ELL III Writing Standard
What’s Holding Up the Water?

**Additional Details on ELL Strategies**

Use the paragraph frame as an overhead to let students see the answers to the underlined (blank) areas on the student page. Read paragraph together, allowing time for students to complete each blank.

An additional Vocabulary page is provided to allow students to create a dictionary entry of new vocabulary words. Students can choose to draw a picture or cut one out of magazines.

Using highlighters or crayons, students identify the eight most important sentences in the Roosevelt Dam article. (These should be the sentences with dates in them to help with the formation of the timeline.)

**Procedures**

**SESSION ONE**

1. Begin the lesson by discussing, “What are human features?” (Things that are created by humans and found in our environment.) Have them name some human features (roads, buildings, canals, dams, etc.) Show vocabulary card/picture for each of these. Complete the vocabulary page. Then ask, “For what purpose do humans build dams? (to keep rivers from flooding, to hold water in reservoirs, to slow down rivers) Then review students' knowledge of water in Arizona. (Preparation: Adapting Content, linking to past learning)

2. Distribute the article and photos about dams. Provide a paragraph frame for each student and prepare an overhead of this worksheet. (Scaffolding: Guided practice)

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**Overview**

Dams are structures that control the flow of water. The Department of Reclamation often oversees construction of dams. One of the first major projects completed by the Department was Roosevelt Dam in Arizona. This lesson provides students background information.

Students will learn about dams in general, and Roosevelt Dam in particular.

**Key Vocabulary**

Human features – man-made features on earth, like dams

Dams – structures that block the flow of water

Beavers – a furry mammal known building dams with mud, sticks, and tree branches

Electricity – current used as a source of power

Reservoir – a container that holds back a lake of water

**Additional Materials Needed for ELL**

- Vocabulary/picture cards for each of the vocabulary words listed above.
- Word/Definition/Picture Sheet for students to write information from vocabulary cards.
- Paragraph frame (student page and overhead sheet) for Dams Information Sheet
- Highlighters or crayons to identify sentences with dates from the article on Roosevelt Dam.
What’s Holding Up the Water?

3. Read the article aloud chorally (altogether) as students follow along. Model how to complete each paragraph frame area, repeating information as students complete each area. (Grouping: Whole group)

4. Working in pairs, students complete the first two parts of the worksheet about dams. (Grouping: Partners; Integrating Processes: Reading, speaking, writing)

SESSION TWO
1. Locate Roosevelt Dam on the Arizona Dams Map. (Preparation: Adapting Content, linking to past learning)

2. Distribute the Roosevelt Dam article and pictures of Roosevelt Dam.

3. Students read the article orally in small groups or read the article aloud to students. (Grouping: Small group) In their groups, students highlight the sentences that include a date. This will provide them a sequential list of events related to the history of Roosevelt Dam. (Scaffolding: Guided practice)

4. Working in pairs, students make a timeline of Roosevelt Dam. (Grouping: Partners) If time allows, have students share timelines with class.

SESSION THREE (or homework)
1. Students, working in partners or small groups, write a summary of the article using information from the “Dams” article. (Integrating processes: Reading, writing)

2. Students should use the worksheet to help them when writing the summary. (Grouping: Small groups, partners)

Assessment

ELL I students will write a few simple sentences expressing what they have learned about dams. ELL III students will write a summary of the article about dams paraphrasing the main idea in their own words. A rubric that is provided in the original lesson can be used to score the writing. Rubric focus will be on Word Choice, Ideas, Conventions and geography content. (Assessment: Individual written)

Reading skills will be assessed through the timeline. Students will need to pick out factual information to include on the timeline and then put in the correct place on the timeline. Timeline will also assess the geography standard.

Sources


http://www.usbr.gov/cdams/dams/theodorrowsevelt.html